

Introduction to Title II, Part A

ESEA, Supporting Effective Instruction

Federal Funding Conference
February 2019



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

This program provides agencies with the flexibility to address Equity by:

- ❖ Increasing student achievement consistent with the challenging State academic standards.
- ❖ Improving the quality and effectiveness of teachers, principals, and other school leaders.
- ❖ Increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- ❖ Providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

**Title II-A
Funds
Formula**

**U.S. Department of Education
(5-17 years old)**



**WI Department of Public Instruction
(70% poverty 30% enrollment)**

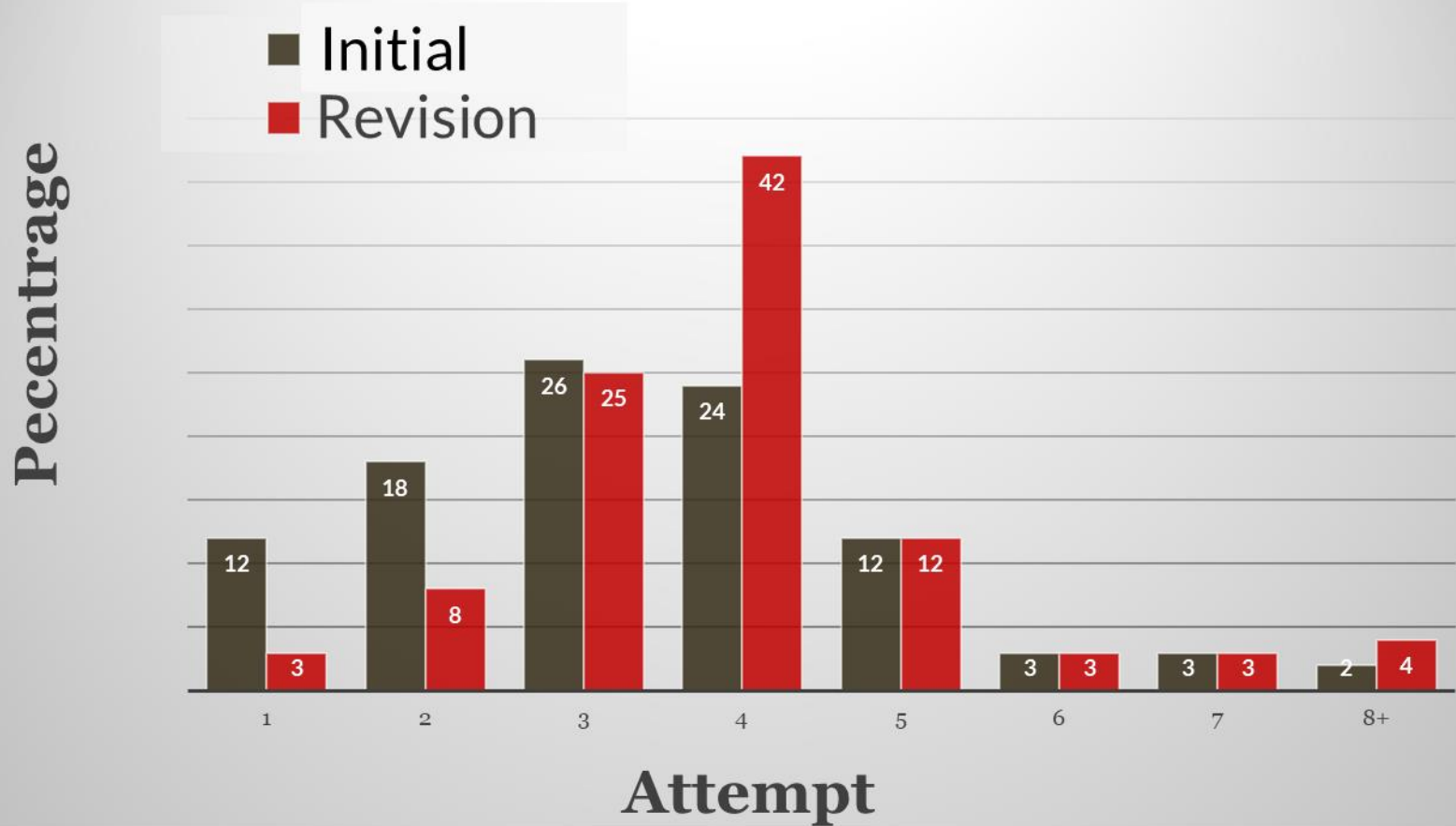


**Local School District
(80% poverty 20% enrollment)**

Funding



Application Review



Requirements

1. **Equitable Access to Excellent Educators ESEA § 1111(g)(1)(B)**
2. **Closing Achievement Gaps ESEA § 2103(b)(2)**
3. **Systems of Professional Growth and Improvement ESEA § 2103(b)(3);**
4. **Targeting Funds 2.1 ESEA § 2102(b)(2)**
5. **State Standards Alignment ESEA § 2102(b)(2)**

Standard Requirements

State Standards Alignment ESEA § 2102(b)(2)

The local educational agency will include a description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

- ❖ How do activities funded with Title II, Part A connect to the Standards?
- ❖ How does the LEA ensure that curriculum decisions are made based on alignment with the Wisconsin Standards?
- ❖ What mechanisms are used to align the professional development activities to address the high quality instructional material.
- ❖ How does the LEA ensure that all professional development in the STEM areas are fully aligned to address the needs of students as measured by State standards? (align HQPD to standards, align assessment to standards, and align educator growth to standards)

Title II, A Guidance currently under development

Activities

All Costs Must Be:

- ❖ Necessary, Reasonable and Allocable
- ❖ Conform with federal law & grant terms
- ❖ Consistent with state and local policies
- ❖ Not included as match
- ❖ Adequately (properly) documented

Wisconsin Priorities

The state and local education agencies encourage continuous high-quality and evidence-based professional learning to ensure that *Teachers and Principals* are *effective and learner-responsive*, based on the definition of Educator Effectiveness.

Areas of focus include:

- ❖ Mentoring, induction and on-going coaching;
- ❖ Content and pedagogy; and
- ❖ Meeting the needs of diverse learners.

Eligible Participants

- ❖ Funds may be used to provide professional development activities that improve the knowledge and instructional practices of principals, teachers, and, paraprofessionals.
- ❖ It may also be used to carry out professional development programs that are designed to improve the quality of principals, superintendent, and other school leaders.

Participants

Paraprofessionals

- ❖ Support paraprofessionals to become licensed teachers.
- ❖ Pay the costs of teacher tests and assessments e.g. Praxis, Core, edTPA, FORT.
- ❖ Provide Incentives to and release time in order to attend seminars and workshops.

Teachers

- ❖ Expand or add additional certifications.
- ❖ Strengthen the teacher recruitment plans.
- ❖ Support the inexperienced teachers and ineffective teachers in becoming effective educators.

Principals and Other School Leaders

- ❖ Support principals in becoming effective leaders.
- ❖ Support other school educators to become effective instructional leaders.

Well-rounded Education

Courses, activities, and programming in subjects such as: English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, to provide all students access to an enriched curriculum and educational experience.

Requirement 1: Local Needs

Stakeholders

- ❖ Educators
- ❖ Students
- ❖ Families
- ❖ Community

Student Data

- ❖ Demographics
- ❖ Achievement & Growth
- ❖ Graduation Rates

School Data

- ❖ Resources
- ❖ Safety
- ❖ Climate

Educator Data

- ❖ Effectiveness
- ❖ Retention rates
- ❖ Areas of Expertise and Shortages
- ❖ Job Satisfaction

Requirement 2: Evidence Based

Evidence-based practices refer to interventions for which there is evidence of significant positive impact that can be found in published research papers, literature reviews, or research briefs. Alternately, evidence-based practices can be those local practices that a district or state has previously instituted, measured, and found to be effective.

Tier 1: Strong

Tier 2: Moderate

Tier 3: Promising

Tier 4: Demonstrate Rational

Contract Content

An LEA must maintain a contract administration system that ensures that contractors perform in accordance with the terms, conditions, and specifications of a contract. The contract (or purchase order) must include:

1. Clearly-defined deliverables.
2. Description of services to be performed or goods to be delivered.
3. Description of dates when services will be performed or goods delivered.
4. Description of locations where services will be performed or goods delivered.
5. Description of number of staff/parents (if appropriate) to be served.
6. Description of how the contract services will be evaluated.

Contract Invoices

Invoices should be reviewed and approved before payment. There must be segregation of duties and invoices must have documented approvals. In addition, invoices must include a description of:

1. Services performed or goods delivered
2. Dates services were performed or goods delivered
3. Location services were performed or goods delivered
4. Number of staff (when appropriate) to be served
5. How the contract services will be evaluated.

Unallowed Costs

- ❖ Food purchases
- ❖ *Material including books*
- ❖ *Substitute teachers*
- ❖ *Conferences*
- ❖ *Curriculum*
- ❖ Legislation Conferences
- ❖ School Law or Legal Workshops
- ❖ Financial Workshops
- ❖ School Business Workshops
- ❖ Salaries of principals, district staff, and paraprofessional
- ❖ CPR Training
- ❖ Nurses Workshops
- ❖ Drivers Ed Training
- ❖ Bus Driver Training
- ❖ Motivational Speakers
- ❖ Properties
- ❖ Legislation Conferences
- ❖ One day workshops
- ❖ Conferences
- ❖ Properties

To Transfer

Activity

- ❖ Salaries of paraprofessionals
- ❖ Classroom furniture
- ❖ Pupil transportation
- ❖ Food services and supplies
- ❖ Vehicles rental and purchase
- ❖ Fuel cost
- ❖ Information technology
- ❖ Payment to municipalities
- ❖ Student textbooks
- ❖ Instructional software

Activity

To pay the salary of:

- ❖ Bus driver, food services provider, guidance counselor, parent liaison, psychologist, nurse, social worker, director of curriculum/director of learning if she/he does not provide professional development, library media specialist, dean of students, teachers for before/after school, tutors
- ❖ Pupil dues and fees
- ❖ Site rental for instruction
- ❖ Light snacks

Private School Activities

Professional development including graduate courses and license advancement to all educators in all areas.

Total number of students ages 5-17 attending the private school within the boundaries of the LEA regardless of their residency and their poverty.

- ❖ Stipends for conference participants.
- ❖ Professional development expenses for all private school staff.
- ❖ Reasonable professional development supplies.
- ❖ Only American citizens and permanent residents may participate.

Monitoring

1. ESEA consolidated program monitoring

- ❖ 16-20 LEAs every year
- ❖ Informed by May - June every year
- ❖ Visits October - May

2. United States Department of Education

- ❖ 25-35 LEAs every year
- ❖ Informed by December - January
- ❖ Surveys sent in January - April

3. Research Institutions

- ❖ Wested (70-100 LEAs) use of Title II November
- ❖ Mathematica (10-23 LEAs) use of PD March

May LEAs use Title II, Part A funds to purchase supplies or instructional materials that are used as part of professional development activities?

Title II, Part A funds may be used to purchase materials and supplies if they are necessary for the professional development activities, however this should not include materials that a teacher will need in order to apply the professional development in a classroom setting.

Title II, Part A cannot be used to purchase materials and supplies that are not directly connected to the teachers' professional development. This includes graphic calculators, iPads, and all digital devices not used for data measurement.

May LEAs use Title II, Part A funds to pay substitute teacher salaries?

Using Title II, Part A funds is allowable if, and only if, the teachers are participating in Title II-funded “programs and activities that are designed to improve the quality of the teacher

Funds cannot be used to pay the salaries of substitute teachers if the district did not budget funds for professional development in the TII Budget.

May LEAs use Title II, Part A funds to pay for substitute costs to cover teachers attending conferences or working on curriculum?

Yes, if the conference or curriculum work are funded and approved under TII. The Work on Curriculum is related to alignment studies not development. Otherwise the cost is unallowed.

Additional Resources

Program Contact: Abdallah Bendada

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